

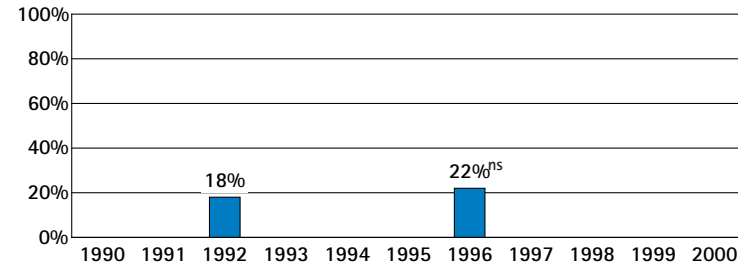
1. Improvement Over Time

Have Maryland's 4th graders improved in mathematics achievement?

Not yet. Between 1992 and 1996, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in mathematics.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP mathematics assessment



^{ns} Interpret with caution. Change was not statistically significant. Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

How did Maryland compare with other states in 4th grade mathematics achievement in public schools in 1996?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	31%	Minnesota	29%
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24 states had similar¹ percentages of students who were at or above Proficient on NAEP:

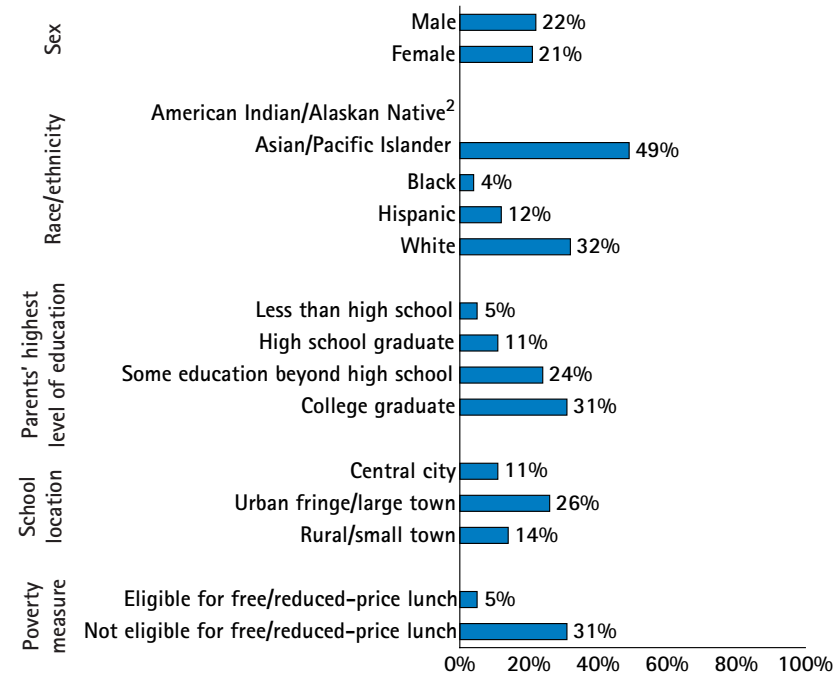
Maine, Wisconsin	27%	Maryland , Colorado, Iowa, Montana	22%
New Jersey, Texas	25%	U.S.* , Alaska, North Carolina, Oregon,	21%
Indiana, Massachusetts, Nebraska,	24%	Washington	
North Dakota		Missouri, New York, Pennsylvania	20%
Michigan, Utah, Vermont	23%	Virginia, West Virginia, Wyoming	19%

18 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Rhode Island, Tennessee	17%	South Carolina	12%
Delaware, Hawaii, Kentucky	16%	Alabama, California	11%
Arizona, Florida	15%	Louisiana, Mississippi	8%
Nevada	14%	District of Columbia	5%
Arkansas, Georgia, New Mexico	13%	Guam	3%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Maryland were at or above Proficient on the 1996 NAEP mathematics assessment?



¹ Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 3-4.

* Figure shown for the U.S. includes both public and nonpublic school data.

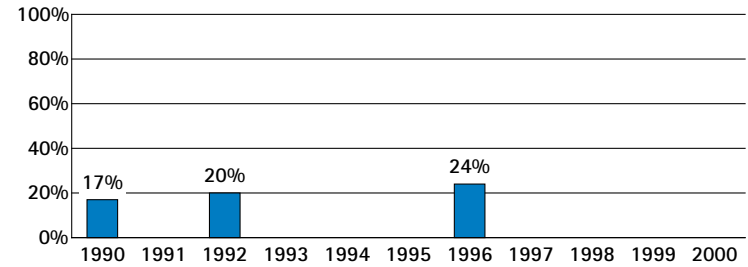
1. Improvement Over Time

Have Maryland's 8th graders improved in mathematics achievement?

Yes. The percentage of Maryland's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 17% in 1990, to 24% in 1996.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP mathematics assessment



Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

How did Maryland compare with other states in 8th grade mathematics achievement in public schools in 1996?

4 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Minnesota	34%	Montana, Wisconsin	32%
North Dakota	33%		

21 states had similar¹ percentages of students who were at or above Proficient on NAEP:

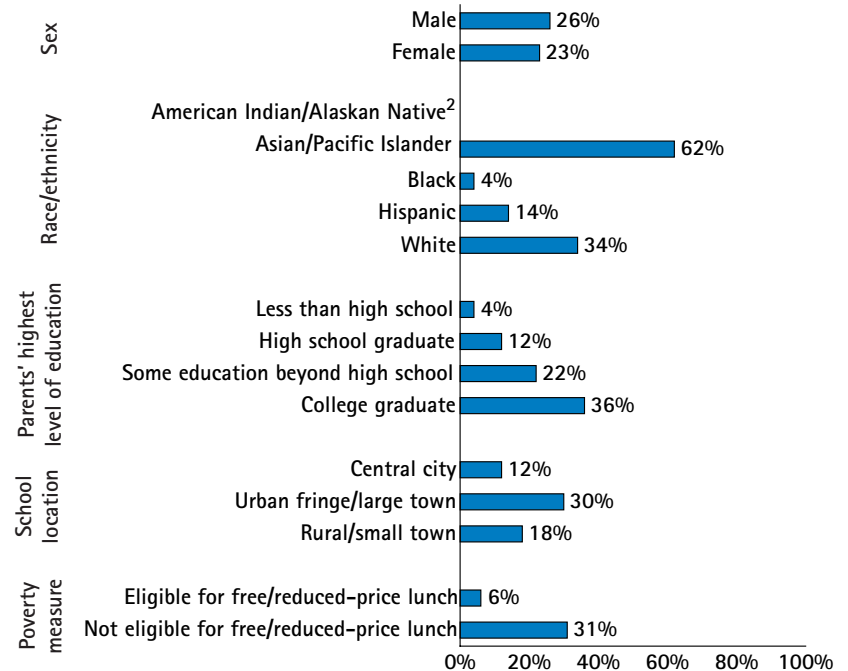
Connecticut, Iowa, Maine, Nebraska	31%	U.S.* Maryland , Indiana, Utah	24%
Alaska	30%	Missouri, New York, Wyoming	22%
Massachusetts, Michigan	28%	Texas, Virginia	21%
Vermont	27%	North Carolina, Rhode Island	20%
Oregon, Washington	26%	Delaware	19%
Colorado	25%		

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Arizona	18%	Arkansas	13%
California, Florida	17%	Alabama	12%
Georgia, Hawaii, Kentucky	16%	Louisiana, Mississippi	7%
Tennessee	15%	Guam	6%
New Mexico, South Carolina, West Virginia	14%	District of Columbia	5%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Maryland were at or above Proficient on the 1996 NAEP mathematics assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 3-4.

* Figure shown for the U.S. includes both public and nonpublic school data.

¹ Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.

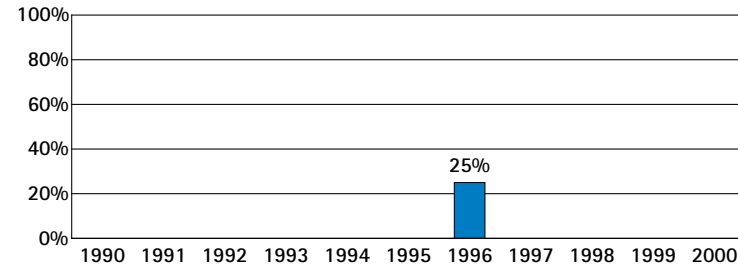
1. Improvement Over Time

Have Maryland's 8th graders improved in science achievement?

In 1996, 25% of Maryland's public school 8th graders met the Goals Panel's performance standard in science. The Goals Panel will report whether science performance has improved over time when science is assessed again in 2000.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP science assessment



Science performance will be tested again in 2000.

2. State Comparisons[†]

How did Maryland compare with other states in 8th grade science achievement in public schools in 1996?

16 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Maine, Montana, North Dakota	41%	Nebraska	35%
Wisconsin	39%	Vermont, Wyoming	34%
Massachusetts, Minnesota	37%	Colorado, Michigan, Oregon, Utah	32%
Connecticut, Iowa	36%	Alaska	31%

17 states had similar¹ percentages of students who were at or above Proficient on NAEP:

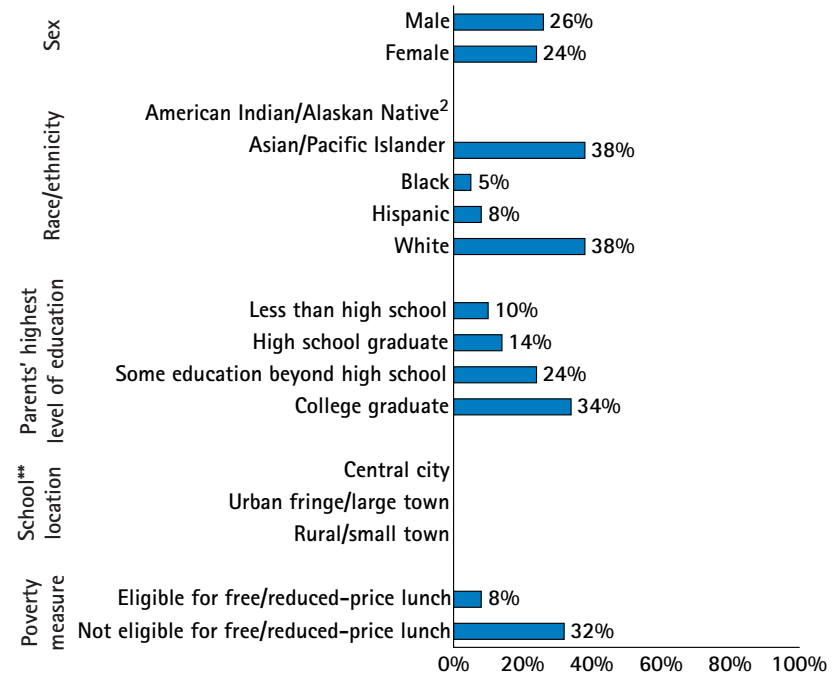
Indiana	30%	North Carolina	24%
U.S.*	29%	Arizona, Kentucky, Texas	23%
Missouri	28%	Arkansas, Tennessee	22%
New York, Virginia, Washington	27%	Delaware, Florida, Georgia,	21%
Rhode Island	26%	West Virginia	
Maryland	25%	California	20%

8 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

New Mexico	19%	Louisiana	13%
Alabama	18%	Mississippi	12%
South Carolina	17%	Guam	7%
Hawaii	15%	District of Columbia	5%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Maryland were at or above Proficient on the 1996 NAEP science assessment?



¹ Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.

** No school location data for science in 1996.

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 3-4.

* Figure shown for the U.S. includes both public and nonpublic school data.

Mathematics Grade 8

Forty-one nations[†] participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade mathematics in 1995. If public school 8th graders in Maryland participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

19 nations[†] would be expected to perform significantly higher:¹

(Australia)	Ireland
(Austria)	Japan
Belgium – Flemish ²	Korea
(Belgium – French) ²	(Netherlands)
(Bulgaria)	Russian Federation
Canada	Singapore
Czech Republic	Slovak Republic
France	(Slovenia)
Hong Kong	(Switzerland)
Hungary	

17 nations[†] would be expected to perform similarly:¹

Cyprus	Maryland
(Denmark)	New Zealand
(England)	Norway
(Germany)	(Romania)
(Greece)	(Scotland)
Iceland	Spain
(Israel)	Sweden
(Latvia – LSS) ³	(Thailand)
(Lithuania)	United States

5 nations[†] would be expected to perform significantly lower:¹

(Colombia)	Portugal
Iran, Islamic Republic	(South Africa)
(Kuwait)	

[†] The term "nation" is used to refer to nations, states, or jurisdictions. Performance for nations is based on public school data only. Nations not meeting international guidelines are shown in parentheses.

¹ See explanation on pp. 3-4.

² The Flemish and French educational systems in Belgium participated separately.

³ Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.

Science Grade 8

Forty-one nations[†] participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade science in 1995. If public school 8th graders in Maryland participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

10 nations[†] would be expected to perform significantly higher:¹

(Austria)	Japan
(Bulgaria)	Korea
Czech Republic	(Netherlands)
(England)	Singapore
Hungary	(Slovenia)

19 nations[†] would be expected to perform similarly:¹

(Australia)	New Zealand
Belgium – Flemish ²	Norway
Canada	Russian Federation
France	(Scotland)
(Germany)	Slovak Republic
(Greece)	Spain
Hong Kong	Sweden
Ireland	(Switzerland)
(Israel)	(Thailand)
Maryland	United States

12 nations[†] would be expected to perform significantly lower:¹

(Belgium – French) ²	(Kuwait)
(Colombia)	(Latvia – LSS) ³
Cyprus	(Lithuania)
(Denmark)	Portugal
Iceland	(Romania)
Iran, Islamic Republic	(South Africa)

[†] The term "nation" is used to refer to nations, states, or jurisdictions. Performance for nations is based on public school data only. Nations not meeting international guidelines are shown in parentheses.

¹ See explanation on pp. 3-4.

² The Flemish and French educational systems in Belgium participated separately.

³ Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.